DOCUMENT RESUME

ED 118 516 SO 008 925

AUTHOR Ozgentas, Ibrahim, Ed.
TITLE Educational Research in Turkey, 1971-1972.
INSTITUTION Ministry of National Education, Ankara (Turkey).
PUB DATE 74
NOTE 59p.; For a related document, see SO 008 926; Produced by the Planning, Research and Coordination Office

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Art; Communication Skills; *Comparative Education; Curriculum Development; *Developing Nations; *Educational Research; Elementary Secondary Education; Higher Education; Research; Social Sciences; Teacher Education
IDENTIFIERS *Turkey

ABSTRACT

Summaries of 34 educational research projects, completed or in progress in Turkey during 1971-72, are contained in this survey. Information is outlined in 12 major categories: title, organization, researcher(s), progress status, bibliographic references, background and aim(s), size and composition of sample, methods, main findings, number of workers, time schedule, and source of finance. Various research topics include access to higher education, achievement, art, attitudes, communication skills, curriculum development, elementary and secondary education, higher education, teacher training, and social sciences. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118516

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EDUCATIONAL RESEARCH IN TURKEY 1971-1975

EDUCATIONAL RESEARCH IN TURKEY

1971-1972

PLANNING, RESEARCH AND COORDINATION OFFICE
MINISTRY OF NATIONAL EDUCATION
ANKARA 1974

Editor's Note

This survey contains summaries of educational research completed or in progress in Turkey during 1971-1972. Data have been collected by the Planning, Research and Coordination Office of the Turkish Ministry of National Education.

The questionnaire used in gathering the summaries was prepared by the Ad Hoc Committee for Educational Research, Council for Cultural Co-operation, Council of Europe - DECS/Rech (72) 29.

The majority of researchers have answered the questionnaire in English. Only the projects numbered 6, 9, 11, 12 and 15 have been translated from Turkish into English by the editor of the survey. The editing has been accomplished at the Planning, Research and Coordination Office.

Project numbers have been assigned by the editor for purposes of facilitating reference uses.

There were twelve items in the questionnaire. Only item numbers have been given in the summaries. A "Key" has been provided on page iv, which indicates the meaning of each numbered item. If the key is not clear, further reference can be made to the questionnaire which has been included at the end of the survey on pages 46-47.

"Doc." appears before the names of some researchers, which is an abbreviation for "Docent" (in Turkish, "Doçent" - c with a cedilla). "Docent" is an academic rank immediately below the rank of "Professor".

Ankara, January 1974.

İbrahim Özgentaş

Editor

Planning, Research and Coordination Office

TABLE OF CONTENTS

	Page Nos.
Editor's Note	ii
Table of Contents	iii
Key	iv
I. MINISTRY OF NATIONAL EDUCATION (Project Nos. 1-16)	
A. Planning, Research and Coordination Office	1
B. Study and Programming Office	18
C. Girls' Technical Education General Directorate	20
D. Board of Education	22
II. SCIENTIFIC AND TECHNICAL RESEARCH COUNCIL OF TURKEY (Project No. 17)	24
III. ANKARA UNIVERSITY (Project Nos. 18-33)	
A. Faculty of Education	25
B. Faculty of Languages, History and Geography	41
C. Faculty of Political Sciences	42
D. Faculty of Science	44
IV. MIDDLE EAST TECHNICAL UNIVERSITY (Project No. 34)	45
Questionnaire Used in Data Gathering	46
Index of Researchers	48
Index of Subjects	49

K E Y

1. Title.
2. Organisation.
3. Researcher(s).
4. Completed, partially completed, or in progress.
5. Bibliographic references.
6. Background and aim(s).
7. Size and composition of sample.
8. Methods.
9. Main findings.
10. Number of workers:
    (a) researchers.
    (b) others.
11. Time schedule:
    (a) starting date.
    (b) date of completion.
12. Source of finance.

PROJECT NO. 1

1. A systems approach to the analysis of the teacher supply problem in Turkish secondary education.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Kemalettin Akalın.

4. The research is partially completed.

5. To be submitted as a doctoral dissertation to Michigan State University, East Lansing, Michigan, USA. A research report also will be published in Turkish in 1973 or 1974.

6. (a) To utilize a systems approach in analyzing the Turkish education system in order to identify the relevant variables involved in causing an inadequate supply of secondary school teachers, and to explore the interrelationship among these variables.
(b) To develop a mathematical model for approximating the state of the system related to demand and supply of secondary school teachers at a given particular point in time.
(c) To develop a computerized simulation model for planning teacher supply in secondary education.

7. A logical analysis of the situation through block diagrams.

8. Systems approach.

9. Inadequate supply of secondary school teachers due to inadequate resource utilization.

10. (a) One.
(b) None.

11. (a) April 1972.
(b) July 1973.

12. Planning, Research and Coordination Office of the Turkish Ministry of Education, and USAID.

PROJECT NO. 2

1. The relationship between students' socio-economic background and their academic achievement at sixth grade in Turkey.

2. Michigan State University, East Lansing, Michigan, USA. Supported by the Turkish Ministry of Education.

3. Dr. Ali Doğan Arseven, Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

4. The research has been completed.

5. ARSEVEN, Ali Doğan: The relationship between students' socio-economic background and their academic achievement at sixth grade in Turkey. A thesis submitted to Michigan State University in partial fulfillment of the requirements for the degree of doctor of philosophy. College of Education, 1973, 163 p.

6. The purpose of this study is to investigate some of the non-intellectual factors, namely socio-economic status (SES) and socio-psychological status (SPS), and their relationships with the academic achievement of sixth grade children in the city of Ankara, Turkey, during the 1971-1972 school year. This study also attempts to compare students from a primarily low socio-economic population with students from a primarily high socio-economic population with respect to the relationships specified above. The major research questions explored in the study are as follows:
(a) What is the magnitude of the relationship, if any, between a student's academic achievement and his socio-economic status?
(b) What is the magnitude of the relationship, if any, between a student's academic achievement and socio-psychological variables?
(c) Is SES or SPS more significant in establishing these relationships?
(d) To what extent, if any, do SES and SPS variables differ, between the two student populations, in predicting students' achievement in selected subjects?

7. The population under investigation consisted of two stratified student populations (primarily low SES and primarily high SES) attending sixth grade of seven public middle schools in the city of Ankara in the 1971-1972 school year. The students of low SES live mostly in "gecekondu" dwellings (slum area) and the students of high SES live mostly in well-to-do neighborhoods (non-"gecekondu") in the metropolitan area. The sample included 364 students from the low SES population and 378 students from the high SES population. Both samples were randomly and proportionally selected from their respective entire populations in this study.

8. Two main sources were used to collect data for the study. Students' grades (dependent variables) on reading, on mathematics, and on G. P. A. (grade point average) of five subjects - reading, mathematics, natural science, social science, and foreign language - were obtained from school records. Information about students' socio-economic status and socio-psychological factors (independent variables) was obtained by means of a "Student Questionnaire," which was supplemented with a "Parent Questionnaire." Student's educational background, father's occupation, father's income, father's education, and

student's residence condition were used as indicators of his SES. School aspiration, self-concept of ability, perception of the expectations of significant others (parents, teacher, and friend) concerning student's potentialities with respect to academic achievement were used as indicators of his SPS.

9. The following major findings emerged:
(a) For the combined population, there is significant relationship between students' socio-economic status and their achievement. The highest relevant SES factors to achievement are father's occupation and father's education.
(b) In comparing the two sub-populations, the relationships between SES and achievement are substantial for non-gecekondu students, whereas those relationships for gecekondu students are either negligible or nonsignificant.
(c) The relationships between SPS variables and academic achievement based on the combined population are significant. However, the magnitude of relationship is higher in the non-gecekondu population than in the gecekondu population. Students' perceived evaluation by parents and students' self-concept of ability are the socio-psychological factors contributing most to the variance in academic achievement of students in both populations.
(d) SPS variables were found to be more significant than SES variables in establishing the relationships between achievement and the above non-intellectual variables (SPS and SES).
(e) For the gecekondu population, a negative relationship was found between SES and SPS, while it was positive for non-gecekondu. There was no correlation between SES and student's grade for the gecekondu population.

10. (a) One.
(b) Five persons from the Planning, Research and Coordination Office of the Turkish Ministry of Education gathered data from school records and administered the questionnaires.

11. (a) May 1972.
(b) February 1973.

12. Planning, Research and Coordination Office of the Turkish Ministry of Education, and USAID.

PROJECT NO. 3

1. The behavior of primary teacher training school principals in given situations as perceived and expected by Ministry of Education inspectors, teacher training school principals and teacher training school teachers.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Mustafa Aydın.

4. The research is in progress.

5. To be submitted as a doctoral dissertation to Michigan State University, East Lansing, Michigan, USA.

6. To answer questions on:
(a) Role expectations:
(i) According to the teacher training school principals, teacher training school teachers, and Ministry of Education inspectors, how frequently should a teacher training school principal behave in a given way in the given situations?
(ii) To what extent do expectations of these three groups converge?
(b) Role performance:
(i) How frequently do the teacher training school principals think they behave in a given way in the given situations?
(ii) How frequently do the teacher training school teachers think their principals behave in a given way in the given situations?
(iii) To what extent are the teacher training school principals in consensus with regard to how frequently they behave in a given way in the given situations?
(iv) To what extent are the teacher training school teachers in consensus with regard to how frequently their principals behave in a given way in the given situations?
(v) To what extent do the teacher training school principals and teacher training school teachers agree with each other on how frequently the principals behave in a given way in the given situations?

7. The research included all the primary teacher training schools where the principal and teachers had worked at least one school year together. 76 schools were included. All the teachers from these schools who met the one-year requirement were included. All the Ministry of Education inspectors who had visited primary teacher training schools during the last three school years were included. Their total number was 114.

8. Questionnaire.

9. The study has not yet developed its findings.

10. (a) One.
(b) Eight personnel from the Planning, Research and Coordination Office were involved in the administration of the questionnaires.

11. (a) September 1972.
(b) June 1973.

12. Planning, Research and Coordination Office of the Turkish Ministry of Education, and USAID.

PROJECT NO. 4

1. Identification of factors affecting student flow in middle schools in Turkey: A pilot study in the province of Uşak.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Sudi Bülbül

4. The research is partially completed.

5. The research will be submitted as a doctoral dissertation to Michigan State University, East Lansing, Michigan, USA.

6. To find out the relationships (if any) between school success of students and
   (a) Type of primary school from which graduated:
      (i) city, (ii) town, or (iii) village.
   (b) Level of father's education.
   (c) Number of previous failures.
   (d) Sex.
   (e) Grade level.
   (f) Type of middle school attended:
      (i) city, or (ii) town-village.

7. All public middle schools in the city of Uşak and half of the middle schools in towns and villages of the province of Uşak were included in the sample, totaling 4,229 students.

8. Statistical analyses of answers to the student questionnaire and data contained in school records.

9. In progress.

10. (a) One.
    (b) In the province of Uşak approximately twenty middle school teachers and school administrators have helped administer the questionnaire and obtain school records. To code the data fifteen persons have worked one month.

11. (a) April 1972.
    (b) July 1973.

12. Planning, Research and Coordination Office of the Turkish Ministry of Education

PROJECT NO. 5

1. Role conflict of elementary school inspectors in Turkey.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Hüsnü Cila.

4. The research is in progress.

5. The research will be submitted as a doctoral dissertation to Teachers' College, Columbia University, New York City, New York, USA.

6. The aim of the research is to identify role conflicts of elementary school inspectors in Turkey. In this research the following hypotheses will be tested:
(a) Expectations held by elementary school inspectors for their roles differ from the expectations held by provincial directors of education, and elementary school teachers for the same roles.
(b) Elementary school inspectors' perceptions of the expectations held by provincial directors of education, and elementary school teachers for the roles of inspectors differ from the actual expectations held by these people.
(c) Differences mentioned in the hypotheses (a) and (b) vary in relation with inspectors', directors', and teachers':
   (i) educational backgrounds,
   (ii) experience in teaching,
   (iii) experience in administrative work,
   (iv) sex.
(d) Differences mentioned in the hypothesis (a) are dependent on the differences mentioned in the hypothesis (b).

7. The population of the study will include all of the provincial directors of education (67 in number), a stratified random sample of elementary school inspectors, and a simple random sample of elementary school teachers in Turkey.

8. Data will be collected through questionnaires. A questionnaire composed of items about some selected role behaviors of elementary school inspectors will be prepared by the researcher. A copy of this questionnaire will be sent to each provincial director of education, selected inspectors and teachers, and they will be asked to react each of the scaled items in the questionnaire checking a point on the scale extending from "Strongly agree" to "Strongly disagree". The answers to these items will be regarded as the expectations of the respondents. Then two extra copies of the same questionnaire with different instructions will be sent to each elementary school inspector in the sample. Inspectors will be instructed to react to the items in one of these two questionnaires as they think that directors of education in general would react to these items. They will be asked to do the same thing for teachers in the second questionnaire. The reactions of inspectors to the items in these two questionnaires will provide the researcher their perceptions of the expectations held by directors of education and teachers.

9. In progress.

10. (a) One.
(b) None.

11. (a) September 1972.
(b) January 1974.

12. Planning, Research and Coordination Office of the Turkish Ministry of Education, and USAID.

PROJECT NO. 6

1. Appointment and inspection of middle school directors.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Mehmet Dinçer.

4. The research has been completed.

5. DİNÇER, Mehmet: Ortaokul müdürlerinin atanma ve nakilleri ile ilgili araştırma raporu. Ankara, Milli Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesi, 1972, 51 p.

6. To gather information directly from middle school directors on how they received their appointments and on how they were inspected by the Ministry of Education inspectors and other related officials.

7. 1,012 public middle school directors.

8. A self-coded 16-item questionnaire.

9. The majority of middle school directors graduated from pedagogical institutes (88.83%) and previously worked as assistant directors (68.97%). Approximately half of the middle school directors (48.81%) asked for their first appointment. The other half (48.72%) had the job offered to them by the authorities of the Ministry of Education. Approximately half of middle school directors (47.63%) asked for the directorship of the school where they now work, and half of them (50%) were offered their schools by the Ministry authorities. They learned about job openings from various sources. 87.25% of middle school directors were first notified of their appointments to the schools where they now work by official letter from the Ministry of Education. Over the last four years, 15.71% of the directors were never inspected; 37.65% were inspected once; 19.66 % were inspected twice; and 17.09% were inspected three or more times by Ministry of Education inspectors. 62.15% of middle school directors reported that the Ministry of Education inspectors expressed their opinions about the inspection to the directors.

10. (a) Two.
    (b) None.

11. (a) March 1970.
    (b) November 1971.

12. Planning, Research and Coordination Office of the Ministry of Education.

PROJECT NO 7

1. Equality of educational opportunity in Turkey.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Dr. Nurettin Fidan.

4. The research has been completed.

5. FİDAN, Nurettin: Equality of educational opportunity in Turkey (A quantitative approach). A thesis submitted to Michigan State University in partial fulfillment of the requirements for the degree of doctor of philosophy. College of Education, 1972, 273 p.

6. The purpose of this study was to evaluate practices during the decade of the 1960's of providing equal opportunities to children at primary and secondary levels. The study focused on quantitative expansion of educational opportunities. More specifically, answers were sought for the following questions:
(a) What are the differences or inequalities in the availability of school opportunities at primary and secondary levels among the provinces of Turkey?
(b) What are the differences in the growth of school opportunities between the years 1960 and 1970 among the provinces, and what factors seem to account for these differences?
(c) Among the regions of the country, what are the differences in the socio-economic backgrounds of students who had access to schools above primary level?

7. In addition to analyses of aggregate data from all 67 provinces , the study of access to secondary schools included questionnaire data from samples containing 203 lower secondary and 125 upper secondary schools.

8. Data for analysis of differences of school opportunities at primary and secondary level among the provinces, as well as data for explanation of differences in terms of socio-economic variables, were taken from the publications of the State Institute of Statistics. Educational statistics for the year 1970 were obtained from the files of general directorates of the Ministry of Education. The data related to population characteristics were obtained from the census reports for the years 1960 and 1965. The data on student background characteristics were obtained from questionnaires distributed to nationwide samples of students in the lower and upper secondary schools of Turkey.

9. In the 1960's, the greater increases in enrollments in primary education occured in educationally less developed provinces of the country. Provinces which had low rates of growth at primary levels tended also to have low rates of growth at lower secondary level. The children of urban areas and economic centers of the regions have better chances for further schooling than the children of the areas where agriculture is the main economic activity and the population is widely dispersed . In the lower secondary and upper secondary schools one-third of the students were those with parents residing in villages. Relatively more students from rural residential origin were enrolled in primary teacher training schools. The share of girl students with village origin is low when compared to boys with rural origin. The children of fathers who are administrators or professional men are over-represented in the secondary schools.

10. (a) One.
(b) Two.

11. (a) July 1970.
(b) September 1972.

12. Planning, Research and Coordination Office of the Turkish Ministry of Education.

PROJECT NO. 8

1. An analysis of the Directorates of Education in Turkey.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Dr. Kemal Güçlüol.

4. The research has been completed.

5. The research has been submitted as a doctoral dissertation to Michigan State University, East Lansing, Michigan, USA.

6. To study the perceptions and expectations of samples of provincial leadership personnel concerning their jobs and functional interrelationships.

7. Governors, assistant governors, directors of education and assistant directors of education in 28 provinces.

8. Written questionnaire.

9. (a) Persons in higher offices in the provinces have more confidence in their jobs (such as governors and directors of education).
(b) Perceptions and expectations of duties differ more between governors and educational administrators than between educational administrators (directors and assistant directors).

10. (a) Three.
(b) Nine.

11. (a) December 1970.
(b) February 1973.

12. Planning, Research and Coordination Office of the Ministry of Education.

PROJECT NO. 9

1. Vocabulary research among first grade pupils of primary schools in Ankara and Samsun provinces.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Ömer Harıt.

4. This research has been completed.

5. HARIT, Ömer: Kelime hazinesi araştırması, Ankara, Milli Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesi, 1972, 49 p.

6. (a) To ensure the writing of books which are appropriate to the vocabulary of the child.
(b) To give information on the vocabulary of children to those who are occupied with beginning reading and writing.

7. From the provinces of Ankara and Samsun the sample included 25 city primary schools (5 from the city of Ankara, and 20 from the city of Samsun), and 43 district center primary schools (28 from Ankara and 15 from Samsun). Only first grade pupils were in the sample. The total number of first grade pupils was 9,351 (3, 166 from Ankara, and 6, 185 from Samsun).

8. Specific letters of the Turkish alphabet were assigned to specific first grades. Pupils were told to write down the words they remembered beginning with those particular letters, under the supervision of their primary school teachers. Later on, these lists were studied.

9. Words with every beginning letter of the Turkish alphabet were put in rank order according to their frequencies.

10. (a) One.
(b) School directors and first grade teachers of Ankara and Samsun provinces helped in the data gathering phase. Specialists of the Planning, Research and Coordination Office helped prepare frequency lists of words according to each letter.

11. (a) In Samsun, April 1964; and in Ankara, March 1968.
(b) December 1971.

12. Planning, Research and Coordination Office of the Ministry of Education.

PROJECT NO. 10

1. The role of Ministry supervisors in the Turkish educational system.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. Dr. Galip Karagözoğlu.

4. The research has been completed.

5. (a) KARAGÖZOĞLU, A. Galip: The role of Ministry supervisors in the Turkish educational system. A thesis submitted to Michigan State University in partial fulfillment of the requirements for the degree of doctor of philosophy, College of Education, 1972, 269 p.
(b) KARAGÖZOĞLU, Galip: Araştırma özeti - Türk eğitim düzeninde Bakanlık müfettişlerinin rolü. Ankara, Milli Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesi, 1972, 38 p.

6. The purpose of this study was to give a picture of current supervisor and teacher perceptions in the light of existing conditions in Turkey and in the light of current views of modern supervision. The study focused on ten main objectives related to the roles of supervisors in secondary schools. The study is recognized to be an initial exploratory research in the supervisory system in Turkey, which is an area never before studied intensively.

7. There were two samples in the research. The first sample included the total Ministry of Education supervisors. The second sample was obtained from Turkey's 36,565 secondary school teachers in the 1969-70 school year. This second sample was drawn from among the approximately 12,000 secondary school teachers who had been visited and supervised by Ministry of Education supervisors in the past three school years. It was assumed that 10 percent of the population may represent the total population satisfactorily. Ultimately the second sample contained 1,196 secondary school teachers. Responses were obtained in the spring of 1971 from 104 Ministry supervisors and from a representative sample of 1,041 secondary school teachers who had been supervised in the last three school years (1968-69, 1969-70, and 1970-71). The return rate was 87.1 percent for teachers and 90 percent for supervisors.

8. Two questionnaires--one for secondary school teachers, the other for Ministry supervisors--provided the basic data for the study. The questionnaires contained 87 questions for teachers and 83 questions for supervisors in four sections: personal characteristics, questions about supervisors and their activities, the importance and frequency of application of 21 selected supervisory activities, and problems of teachers and supervisors.

9. (a) Teachers generally do not perceive current supervisory activities as helpful.
(b) Teachers have little confidence in the objectivity of evaluations of teachers by supervisors.

(c) Teachers tended to perceive supervisors as not well qualified in subject matter fields, in professional knowledge, and in evaluation techniques.
(d) Teachers and supervisors converged generally in perceiving several suggested activities to be important.
(e) Both groups diverged generally in their perceptions of the frequency of application of the activities. Teachers consistently estimated the frequencies of application of the activities to be lower than the supervisors estimated.
(f) There was generally high level within-group aggreement among teachers and supervisors in their perceptions of the supervisors' role.
(g) Supervisors may have an unrealistically high assessment of what they are accomplishing.
(h) A large majority of teachers and supervisors both want change in the system. The change which is more emphasized by both groups is to separate two conflicting roles: (i) supervisors as counsellors or helpers to teachers, and (ii) supervisors as investigators of teachers' or administrators' breaches.

10. (a) One.
    (b) Four.

11. (a) January 1970.
    (b) September 1972.

12. Planning, Research and Coordination Office of the Turkish Ministry of Education, and USAID.

PROJECT NO. 11

1. Percentages of failures in the public elementary and secondary schools in Turkey (1969-1970 school year).

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. İbrahim Özgentaş.

4. This research has been completed.

5. ÖZGENTAŞ, İbrahim: Türkiye'de resmi ilk ve orta dereceli okullarda başarısızlık yüzdeleri (1969-1970 öğretim yılı). Ankara, Milli Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesi, 1971, 48 p.

6. To find out the percentages of failing students at different grade levels, by sex, in the 1969-1970 school year.

7. The total population was included by type of school, by grade, and by sex.

8. In order to collect data, forms were prepared and given to the relevant departments of the Ministry of Education. Numbers of students and failures were entered on the forms from the files of the departments by their own responsible personnel. Failure rates were calculated or checked at the Planning, Research and Coordination Office.

9. The percentages of failing students in the 1969-1970 school year by type of school have been summarized below.

	Failures (%)		
Type of School	Boys	Girls	Total
Total Public Elementary Schools	21.7	22.2	21.9
City Elementary Schools	18.2	16.5	17.4
Village Elementary Schools	23.6	25.9	24.5
Middle Schools	18.2	11.8	16.5
Academic Lycees	18.2	14.3	17.1
Commercial Lycees (Second Cycle)	27.0	22.5	26.1
Normal Schools (First Cycle)	11.3	12.7	11.8
Normal Schools (Second Cycle)	14.0	14.9	14.4

Type of School	Failures (%) Boys	Girls	Total
Vocational Institutes (Second Cycle)	22.8	21.5	22.7
Girls' Institutes (First Cycle)	-	30.2	30.2
Girls' Institutes (Second Cycle)	-	4.1	4.1
Independent Middle Vocational Schools for Girls	-	24.8	24.8
Religious Schools (First Cycle)	25.9	28.6	26.0
Religious Schools (Second Cycle)	11.0	-	10.9

10. (a) One.
    (b) Three clerical assistants.

11. (a) March 1971.
    (b) June 1971.

12. Planning, Research and Coordination Office of the Ministry of Education.

PROJECT NO. 12

1. Opinions of middle school and academic lycee administrators on the transfer and appointment of middle school and academic lycee administrators.

2. Planning, Research and Coordination Office of the Ministry of Education, Bahçelievler, Ankara, Turkey.

3. İbrahim Özgentaş.

4. This research has been completed.

5. ÖZGENTAŞ, İbrahim: Ortaokul ve lise yöneticilerinin nakil ve tayinleri konusunda orataokul ve lise yöneticilerinin düşünceleri. Ankara, Milli Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesi, 1972, 81 p.

6. To obtain opinions of middle school and academic lycee administrators (i. e., directors, head assistant directors, and assistant directors) on the transfer and appointment of middle school and academic lycee administrators. Also to supply information about these administrators, e. g., in which province they work, their birth dates, their seniority in teaching profession, their seniority in administration, now long they have worked at the school at which they still work, the latest school from which they graduated, their branch of study, etc.

7. The total population was included.

8. In June 1970, a self-coded 27-item questionnaire was sent to middle school and academic lycee administrators. 3,274 usable questionnaires were returned to the Planning, Research and Coordination Office. 1,964 middle school administrators, 1,305 academic lycee administrators, and 5 persons whose precise positions were unknown answered the questionnaires. Distributions and percentages were prepared through electronic data processing machines at the Planning, Research and Coordination Office. There are 19 total distribution tables, according to middle school administrators, academic lycee administrators, and total administrators. There are two cross tabulations according to total assistant directors (middle school and academic lycee combined), head assistant directors (middle school and academic lycee combined), and directors (middle school and academic lycee combined). There are 7 cross tabulations according to "the latest school of graduation" and to various other items considering only total administrators (i. e., total middle school administrators and total academic lycee administrators combined).

9. The analyses displayed the distributions of preferences among administrators as to which regions they wished to work in, as to legitimate reasons for transfer, and as to sorts of compensation appropriate for assignment to less desirable posts.

10. (a) Two
    (b) Two clerical assistants.

11. (a) June 1970.
    (b) February 1972.

12. Planning, Research and Coordination Office of the Ministry of Education.

PROJECT NO. 13

1. Research on training needs and employment of woodworking technicians.

2. Study and Programming Office of Vocational and Technical Education of the Ministry of Education, Bakanlıklar, Ankara, Turkey.

3. Mehmet Pirsen, Dr. Hıfzı Doğan, Haydar Taymaz.

4. The research has been completed.

5. Ağaçişleri teknisyenlerinin yetiştirilmesi ve istihdamları ile ilgili araştırma raporu. Ankara, Milli Eğitim Bakanlığı Mesleki ve Teknik Öğretim Etüd ve Programlama Dairesi Başkanlığı, Yayın No. 71, 1971, 30 p.

6. To get information about: (a) the product, materials, tools and equipment in the woodworking industry; (b) the kinds of jobs woodworking technicians perform in their work; and (c) the suggestions of managers in the woodworking industry.

7. The research was done in 14 provinces and covered 40 woodworking industrial plants.

8. Questionnaires and interview methods were used.

9. The main findings were: (a) the woodworking industry needs woodworking technicians; (b) woodworking technicians should be divided into (i) decorator, (ii) designer and estimater, and (iii) shop technicians; (c) the industry should contribute to program development; and (d) the students should have practical work in industry.

10. (a) Three.
    (b) Twelve.

11. (a) December 1970.
    (b) June 1971.

12. Study and Programming Office of Vocational and Technical Education of the Ministry of Education.

PROJECT NO. 14

1. Research on training needs of textile technicians.

2. Study and Programming Office of Vocational and Technical Education of the Ministry of Education, Ankara, Turkey.

3. Mehmet Birsen.

4. The research has been completed.

5. Tekstil teknisyenlerinin yetiştirilmesi ile ilgili araştırma raporu. Ankara, Milli Eğitim Bakanlığı Mesleki ve Teknik Öğretim Etüd ve Programlama Dairesi Başkanlığı, Yayin No. 84, 1972, 69 p.

6. To get information about: (a) the products, materials, machines and other equipment used in the textile industry; (b) the suggestions of shop chiefs on the training of technicians--the needs for knowledge, experience and attitudes; (c) the general suggestions of managers on training textile technicians in the technical schools.

7. The research was done in 15 provinces and covered 50 industrial plants.

8. Questionnaires and interview methods were used for this research.

9. The main findings were: (a) the kinds and levels of knowledge and experience needed for textile technicians in five branches; (b) the suggestions of the shop chiefs and managers on training technicians in technical schools; (c) sources of help to the Ministry of Education from industry for planning educational programs for textile technicians.

10. (a) Two.
    (b) Sixteen.

11. (a) February 1972.
    (b) July 1972.

12. Study and Programming Office of Vocational and Technical Education of the Ministry of Education.

PROJECT NO. 15

1. Research concerning the girls' institutes.

2. Ministry of National Education, Undersecretariat of Vocational and Technical Education, Girls' Technical Education General Directorate, Ankara, Turkey.

3. Girls' Technical Education General Directorate of the Ministry of National Education, Ankara, Turkey. (Names of the principal researchers have not been mentioned in the research report).

4. This research has been completed.

5. Milli Eğitim Bakanlığı, Mesleki ve Teknik Öğretim Müsteşarlığı, Kız Teknik Öğretim Genel Müdürlüğü : Kız enstitüleri ile ilgili araştırma raporu. Ankara, Etüd ve Programlama Dairesi Yayınları No. 69, 1971, XV + 311 p.

6. The aim of the research is to collect necessary data for the development of the programs of the girls' institutes.

7. 16 provinces have been selected.

(a) 674 final class pupils of the girls' institutes.
(b) 543 parents of those pupils in (a) above.
(c) 1491 final class pupils of the girls' vocational middle schools and middle schools.
(d) 1217 parents of those pupils in (c) above.
(e) 177 girls' institute graduates who work (of these, 51 graduated in 1966, 33 in 1967, 59 in 1968, and 34 in 1969).
(f) 3[illegible] girls' institute graduates who do not work or continue further education (of these, 44 graduated in 1966, 58 in 1967, 94 in 1968 , and 139 in 1969).
(g) 370 administrators and teachers of girls' institutes.
(h) 99 employers.

8. Questionnaires and interviews.

9. (a) Of the final class of girls' institute pupils, 92.88 % want to have a "stage" (probationary period of practice)in work places, 74.93 % want further education, and 73.89% want to work after graduation from the girls' institutes.
(b) Of the parents of the pupils in (a) above, 82.14% want their children to do practice at work places, 67.59% want them to continue to higher education and 59.67% want them to work in their own vocational branches.
(c) Of the final class of the girls' vocational middle school and middle school pupils, 90.48 % want further education, and 82.76% want to continue on to higher education.
(d) Of the parents of the pupils in (c) above, 81.92 % want their children to continue to higher education.

(e) Of the graduates of girls' institutes who work at a job, 59.54% have first jobs which are not related to the area for which they were trained; of the graduates who work at a job, 53.76% find the tools and equipment they use at their jobs much different from those which were in the workshops of the girls' institutes.
(f) Of the graduates of girls' institutes who do not work or who continue their further education, 51.47% checked that they feel inadequate in general culture.
(g) Of the administrators and teachers of the girls' institutes, 71.08% checked that the factor which most influenced the selection of vocational branch was the family; 61.35% think it would be appropriate to do practice in work places.
(h) Of the employers, 74.75% accept the idea of girls' institute pupils doing practice in their work places, and 67.68% want to employ the graduates of girls' institutes in their work places.

10. Not mentioned.

11. (a) January 1970.
(b) June 1971.

12. "Girls' Technical Education General Directorate", and "Study and Programming Office" of the Ministry of National Education.

PROJECT NO. 16

1. An investigation of the implementation of modern science and mathematics curricula in the new secondary school system of Turkey.

2. Board of Education of the Ministry of National Education, Ankara, Turkey.

3. Scientific Commission for Science Teaching Development of the Board of Education of the Ministry of Education. The Commission consists of six members from the science faculties of the universities, one member from the Scientific and Technical Research Council of Turkey, and three members from the Board of Education of the Ministry of Education.

4. The research is in progress:

5. Findings will be published by the Scientific and Technical Research Council of Turkey and the Ministry of Education.

6. (a) To try out adapted "Introductory Physical Science" in the ninth grades of selected secondary schools.
(b) To try out instructional materials in modern mathematics which were developed in line with SMSG programs, materials in physics adapted from PSSC programs, materials in chemistry adapted from "CHEM Study" programs, and materials in biology adapted from BSCS programs.
(c) To train teachers for the programs.
(d) To evaluate try outs of the programs and to determine conditions for general use of the programs in Turkish secondary schools.

7. For the try out of the programs 189 secondary schools were selected as a sample from among 600 schools.

8. Teachers were selected and trained, for the try out of the programs. The programs of instruction were designed at the Science Teaching Development Centre (Ankara). Text-books and teachers' guides were printed by the Ministry of Education. Necessary materials and laboratory equipment were provided by the Teaching - Tools Production Centre of the Ministry of Education. Members of the Scientific Commission for Science Teaching Development, as well as othe program experts, are helping teachers as guides for the try out of the programs in the secondary schools.

9. In progress.

10. (a) Scientific Commission for Science Teaching Development.
(b) Besides the Commission , there are four special curriculum development groups (for mathematics, physics, chemistry, and biology), one evaluation group, and one teaching-tools development group. All these six groups are attached to the Scientific Commission.

11. (a) June 1971.
(b) June 1974.

12. (a) National budget.
    (i) Ministry of Education.
    (ii) Scientific and Technical Research Council of Turkey.
    (b) Ford Foundation.

Note: The following are the full names of the abbreviations used in the text above:

BSCS	: BIOLOGICAL SCIENCES CURRICULUM STUDY.
CHEM STUDY	: CHEMICAL EDUCATION MATERIALS STUDY.
PSSC	: PHYSICAL SCIENCE STUDY COMMITTEE.
SMSG	: SCHOOL MATHEMATICS STUDY GROUP.

PROJECT NO. 17

1. A simulation study of the application of a "course passing and credit system" in place of the "grade passing system" in Turkish lycees.

2. Scientific and Technical Research Council of Turkey, Atatürk Bulvarı 225, Ankara, Turkey.

3. Doc. Dr. Turhan Oğuzkan (Project director), Doc. Dr. M. Fuat Turgut, Dr. Süleyman Çetin Özoğlu.

4. The research is partially completed.

5. Findings will be published by the Scientific and Technical Research Council of Turkey.

6. The Convention on National Education in 1970 recommended that in Turkish lycees a "course passing and credit system" should be used in place of the "grade passing system" which is currently in use. This research proposed to look at the following aspects of a course passing and credit system model:

   (a) The degree of applicability of the system.
   (b) What are the necessary conditions?
   (c) What kind of problems will be faced?
   (d) What will be the possible solution to the problems?

7. Three types of situation were selected as the basis for simulation.
   Type 1 : small lycee (student size 250)
   Type 2 : large lycee (student size 2000)
   Type 3 : a hypothetical comprehensive lycee (combining lycee, commercial lycee, boys' vocational institute, girls' vocational institute)

8. A model of simulation has been designed. This model has three phases.
   Phase 1 : the analysis of the present curricula and the regulations of grade passing and student success. The data will be gathered from school files.
   Phase 2 : the application of the "course passing and credit system" to the present curricula in the schools.
   Phase 3 : the application of the "course passing and credit system" to the proposed curricula in schools.

9. Flexible scheduling is feasible and seems to be more economical. The main problem is likely to occur in the area of developing weekly programs, which should not include conflicts for the students and the teachers. Ways could be found to overcome this problem.

10. (a) Three.
    (b) Four.

11. (a) February 1971.
    (b) June 1973.

12. Scientific and Technical Research Council of Turkey.

PROJECT NO. 18

1. The behavioral factors of educational administrators.

2. Faculty of Education of Ankara University, Ankara, Turkey.

3. Doc. Dr. Ziya Bursalıoğlu.

4. The research has been completed.

5. BURSALIOĞLU, Ziya : Eğitim yöneticisinin davranış etkenleri, Ankara, Ankara Üniversitesi Eğitim Fakültesi Yayınları No. 31, 1972, 88 p.

6. The development of in-service and pre-service training programs of educational administrators.

7. A total of 371 educational administrators , including 54 provincial directors of education and 317 secondary school administrators.

8. Questionnaires.

9. Main conclusions:

(a) In terms of main categories it was the political factors, and in terms of subcategories it was the internal social factors of the organization, which ranked first. Economic factors had very little effect in comparison with other factors.
(b) The internal organizational factors affect school administrators more than provincial directors of education.
(c) Both provincial directors of education and administrators of normal schools are more heterogeneous than lycee administrators.
(d) Only the administrators of commercial lycees are significantly affected by economic factors.
(e) The administrators of girls' vocational institutes do not seem to have evaluated the behavioral factors entirely independently.
(f) The administrators of religious schools are more affected by social factors, but they also feel the weight of internal organizational political factors.
(g) With increase in age, the administrators are more affected by political factors, but more and more by political factors outside the organization than those inside the organization.
(h) With increase in age, social factors inside the organization gain weight.
(i) Those administrators who specialized in education are more affected by political factors outside the organization. The social factors inside the organization influence the administrators specialized in other fields.
(j) With increase of seniority in teaching and administration, the effects of political factors outside the organization and of social factors inside the organization also increase.

(k) As the number of teachers increases, administrators are more affected by social factors inside the organization.
(l) The administrators whose wives do not work are more affected by political factors inside the organization. The economic factors inside the organization influence more those whose wives work.
(m) The ranking of resources utilized by the administrators in learning their administrative behavior runs as follows: administrative experience, in-service training, professional publications, observation of superiors, teacher behaviour, pre-service training, supervisor behaviour, mass media, parent behaviour.
(n) From the view point of resource utilization, provincial directors of education, lycee administrators and normal school administrators do not differ much.
(o) Lycee administrators utilize mass media less than other administrators.
(p) The administrators of commercial lycees, girls' vocational institutes, and religious schools differ significantly, both in comparison with the whole group of administrators and among themselves.
(q) The administrators of girls' vocational institutes attach more importance to theoretical knowledge and skills in the field of organization and administration acquired through in-service training.
(r) The administrators of religious schools benefit more from their superiors in learning administrative behaviour.

10. (a) One.
(b) None.

11. (a) July 1971.
(b) November 1972.

12. Faculty of Education of Ankara University.

PROJECT NO. 19

1. The perceptions of educational administrators about their system of education.

2. Faculty of Education of Ankara University, Ankara , Turkey.

3. Doc. Dr. Ziya Bursalıoğlu.

4. The research has been completed.

5. BURSALIOĞLU , Ziya : Eğitim yöneticisinin sistemi değerlendirmesi. Ankara, Ankara Üniversitesi Eğitim Fakültesi Yayınları No. 33, 1973, 98 p.

6. To contribute to the reform of the educational system in Turkey and to provide a better understanding of the educational system by its administrators.

7. 466 educational administrators (provincial directors of education, secondary school administrators, primary school inspectors.)

8. Questionnaires.

9. Main conclusions:
(a) The administrators think that the educational system shows most of the characteristics of systems theory "occasionally". It shows less than most of them "always", and some of them "never". The administrators of boys' and girls' vocational institutes think that the system "always" shows most of these characteristcs.
(b) The alternatives of "always" , "occasionally" and "never" are perceived independently and differently by the administrators. Particularly those of "always" and "never" are perceived quite far from one another. This differentiation reflects itself in the subgroups of the administrators , with the exception of girls' vocational institute administrators .
(c) Most of the correlations among alternatives, both in the whole group and subgroups, are significant.
(d) Among the characteristcs of the system, the administrators attach most significance to the change and modernization of the system. The new system should "always" be flexible so as to fit every type of environment, this flexibility should "always" be in proportion to the democratization of the society, and the new system should "always" depart from the traditions of the old system. The present system "occasionally" shows sensitivity to environmental changes, and it "never" shows the characteristics of open systems theory.
(e) Out of 289 dependencies in the cross tabulations between the characteristics of systems theory and personal characteristics of the subjects, 127 turned out to be significant.

10. (a) One.
(b) None.

11. (a) July 1972.
(b) June 1973.

12. Faculty of Education of Ankara University.

PROJECT NO. 20

1. A study of the causes of personnel turnover in special education services.

2. Special Education Department of the Faculty of Education of Ankara Universitv. Ankara. Turkey.

3. Doğan Çağlar, Instructor in Special Education.

4. The research is in progress.

5. Findings will be published by the Faculty of Education of Ankara University in 1974.

6. There is a high personnel turnover in special education services. The study aims to determine the causes of this high turnover.

7. 769 individuals who are either now working in the field or who have transferred to other areas .

8. Questionnaires and interviews.

9. In progress.

10. (a) One.
    (b) None.

11. (a) February 1972 .
    (b) June 1974 .

12. Faculty of Education of Ankara University.

PROJECT NO. 21

1. Historical development of vocational and technical education in Turkey since 1923.

2. Faculty of Education of Ankara University, Ankara, Turkey.

3. Doc. Dr. Hıfzı Doğan .

4. The research is in progress.

5. The research report will be published by the Ministry of Education.

6. The objective of the study is to determine the elements which affected decisions in shaping vocational and technical education since the foundation of the Republic. It is also intended to develop criteria in order to evaluate the present system. The study will reveal trends and problems encountered in the present system and will provide background for reorganisation of the educational system in Turkey.

7. Those vocational educators were selected who worked in the system in the 1920's and 1930's. Approximately 50 persons were interviewed. The study will cover: decline of the apprenticeship institution in vocational education; traditional general education and its effects on vocational education; industrial education; home economics education; and commercial education.

8. Interviews and analysis of literature are being used.

9. The study is in progress, so far there are no tangible findings to report yet.

10. (a) One.
    (b) None.

11. (a) August 1972.
    (b) January 1975.

12. Faculty of Education of Ankara University and Ministry of Education.

PROJECT NO. 22

1. The palace school of the Ottoman Empire.

2. Special Education Department of the Faculty of Education of Ankara University, Ankara, Turkey.

3. Dr. Mitat Enç , Instructor in Special Education.
Mehmet Alibal, Assistant in Special Education Department.

4. The research is partially completed.

5. Findings will be published by the Faculty of Education of Ankara University.

6. To study selection and admission procedures, program, and staffing of the palace school.

7. Historical study.

8. Review of literature.

9. In progress.

10. (a) Two.
(b) None.

11. (a) October 1971.
(b) April 1973.

12. Faculty of Education of Ankara University.

PROJECT NO. 23

1. A follow-up study of children highly gifted in music and painting who are selected and educated by the provisions of Public Law 6660.

2. Special Education Department of the Faculty of Education of Ankara University, Ankara, Turkey.

3. Ayşe Gül Güzel, Assistant in Special Education Department.

4. The research has been completed.

5. A research report will be published by the Faculty of Education of Ankara University in 1974.

6. To determine the adequacy of methods of selection and the programs of education in seventeen cases.

7. Seventeen cases who studied music and painting under Public Law 6660 between 1956-1971.

8. Questionnaires, interviews and review of the records of the cases.

9. Five cases (29%) out of seventeen failed to complete their education. Seven cases (41%) completed their education. Only two cases have achieved international reputation. Five cases (29%) are still continuing their education. Methods of selection and the programs of education need to be improved.

10. (a) One.
    (b) None.

11. (a) November 1971.
    (b) May 1972.

12. Faculty of Education of Ankara University.

PROJECT NO. 24

1. An investigation of Turkish university reforms as related to curriculum and teaching.

2. Faculty of Education of Ankara University, Ankara, Turkey.

3. Mehmet A. Kısakürek, Assistant in the Department of Curriculum and Teaching of the Faculty of Education.

4. The research is in progress.

5. Findings will be published by the Faculty of Education of Ankara University in 1974.

6. (a) To investigate Turkish university reforms from the viewpoint of historical evolution.
(b) To survey the common aspects of Turkish university reforms.
(c) To find out the common characteristics of Turkish university reforms in connection with curriculum and teaching.
(d) To compare Turkish university reforms and contemporary university reforms abroad.
(e) To find out the present tendencies among related personnel regarding university reforms in Turkey.
(f) To develop an operational programme model for Turkey.

7. Sample: 1527.

8. Methodological characteristics of the research are as follows:
(a) The research will be an analytical study supported by operational findings in the field.
(b) It will be a cross-sectional type.
(i) A common questionnaire with reservations for each category of the sample has been prepared for field operation.
(ii) Sample will be chosen from the academic staff, assistants, and students representing various areas in nine Turkish universities.

9. In progress.

10. (a) Two (i.e. one tutor and one project director).
(b) Graduates of the Faculty of Education working in various parts of the country will be utilized for field operation.

11. (a) November 1971.
(b) March 1974.

12. Faculty of Education of Ankara University.

PROJECT NO. 25

1. Study of staff attitudes in teacher training institutions from the viewpoint of curriculum development.

2. Faculty of Education of Ankara University, Ankara, Turkey.

3. Leyla Küçükahmet, Assistant in the Department of Curriculum and Teaching of the Faculty of Education.

4. The research is in progress.

5. Findings will be published by the Faculty of Education of Ankara University in 1974.

6. (a) To find out the attitudes of teacher trainers on over all programs of teacher education.
(b) To interpret the findings in the light of sound principles of curriculum development in teacher education
(c) To make suggestions in the light of above findings for a better programme in teacher education.

7. 1595 teachers in teacher training institutions.

8. (a) The literature on teacher education has been studied to formulate the problems.
(b) Population and sampling have been worked out.
(c) The "Minnesota Teachers Attitude Inventory" has been translated and adapted into Turkish and has been normalized in six teacher training institutions in the vicinity of Ankara. A check list has been developed as a control instrument.
(d) The instruments are about to be published so as to be ready for field operation.

9. In progress.

10. (a) Two (i. e. one tutor and one project director).
(b) Graduates of the Faculty of Education functioning in various provinces (vilayets) will be utilized for field operation.

11. (a) November 1971.
(b) April 1974.

12. Faculty of Education of Ankara University.

PROJECT NO. 26

1. Upgrading social science education in Turkey (lycee level).

2. Faculty of Education of Ankara University, Ankara, Turkey.

3. Dr. Süleyman Çetin Özoğlu.

4. The research is partially completed (data collected, partially analyzed).

5. Findings will be published by the Faculty of Education of Ankara University.

6. (a) To determine the factors affecting social studies teaching in lycees in Turkey.
(b) To determine the attitudes of social studies teachers, students and administrators about the present and future status of social studies teaching in lycees.
(c) To establish the fundamental principles of social studies education in the light of the findings.

7. There are three samples in the project.
(a) A sample of lycee students, N=7119.
(b) A sample of lycee social studies teachers, N=412.
(c) A sample of educational administrators, N=214.

The samples of students and teachers were taken from lycees which were drawn from among Turkish lycees by a stratified random sampling technique.

8. Three questionnaires and one lycee information form were developed and administered:
(a) A questionnaire for students.
(b) A questionnaire for teachers.
(c) A questionnaire for administrators.

9. In progress.

10. (a) One.
(b) Six for administering questionnaires, two for coding and clerical work.

11. (a) October 1971.
(b) April 1973.

12. Turkish Social Sciences Association.

PROJECT NO. 27

1. The effect of visual impairment upon verbal communications skills.

2. Special Education Department of the Faculty of Education of Ankara University. Ankara, Turkey.

3. Yahya Özsoy, Instructor in Special Education.

4. The research is in progress.

5. Findings will be published by the Faculty of Education of Ankara University in 1974.

6. Visual impairment has restrictive effects upon the development of oral speech and reinforcing physical expressions (posture, gestures and mimicry). The study aims to specify these effects.

7. Two hundred blind subjects between the ages 6 to 18 from the Ankara, Gaziantep, İstanbul, and İzmir Schools for the Blind, matched with a control group of sighted pupils .

8. Screening devices for speech defects and evaluation of physical expressions during group discussions by trained observers.

9. In progress.

10. (a) One.
(b)Three assistants.

11. (a) February 1972.
(b) June 1974.

12. Faculty of Education of Ankara University.

PROJECT NO. 28

1. High level manpower trained outside of Turkey.

2. Faculty of Education of Ankara University, Ankara, Turkey.

3. Doc. Dr. Şefik Uysal.

4. The research is partially completed.

5. Findings will be published by the Scientific and Technical Research Council of Turkey in 1974.

6. (a) To determine the number and characteristics of those who have been trained abroad since 1929.
(b) To determine the educational problems of the people who had this education.
(c) The employment possibilities and problems of high level manpower trained abroad.
(d) To determine the attitudes of related people toward this program.

7. (a) One sample (N=262) was drawn from the group (N=1837) who already had their education abroad .
(b) Another sample (N=278) was drawn from the group (N=1395) who are still having their education abroad .

8. Two questionnaires were developed and mailed.
(a) A questionnaire for those who had completed their education.
(b) A questionnaire for those who are still students.
Also, an interview technique was employed with some selected respondents.

9. In progress.

10. (a) One.
(b) Four persons collecting data from documents; two for clerical work and coding.

11. (a) September 1971.
(b) April 1973.

12. National budget. Sponsoring agency is the Scientific and Technical Research Council of Turkey.

PROJECT NO. 29

1. Upgrading social science education in Turkey (undergraduate level).

2. Faculty of Education of Ankara University, Ankara, Turkey.

3. Doc. Dr. Şefik Uysal.

4. The research is partially completed.

5. Findings will be published by the Faculty of Education of Ankara University in 1974.

6. (a) To determine the factors affecting social science education in universities.
(b) To determine the attitudes of those concerned with social science education about the present and future status of social science education in Turkey.
(c) To study present employment problems of social science graduates.
(d) To establish fundamental principles of social science education in the light of research findings.

7. There are two samples in the project:

(a) A sample of social science students, N=2813.
(b) A sample of staff members , N=539.
Both samples were drawn by a stratified random sampling technique.

8. Two questionnaires were developed and administered:

(a) A questionnaire for students.
(b) A questionnaire for staff members.

In addition, an interview technique was employed with those who are designated as employers.

9. In progress.

10. (a) One.
(b) Six for administering questionnaires, two for coding and clerical work.

11. (a) October 1971.
(b) June 1973.

12. Turkish Social Sciences Association.

PROJECT NO. 30

1. Post -graduate education in Turkey: In basic and applied areas of positive sciences.

2. Faculty of Education of Ankara University, Ankara, Turkey.

3. Doc. Dr. Fatma Varış.

4. The research has been completed.

5. VARIŞ , Fatma: Türkiyede lisans-üstü eğitim: Pozitif bilimlerin temel ve uygulamalı alanlarında. Ankara, Ankara Üniversitesi Eğitim Fakültesi Yayınları No. 23, 1972, 183 p.

6. A field investigation was carried out in ten Turkish universities to locate factual information and to find out the attitudes of those concerned on the education of highly skilled manpower. The research aims to find out the readiness of those concerned for the development of an organized post-graduate program, and for those higher institutions which already have such, to find out possibilities for further development. Attitudes of the directors of research units in the public sector also were investigated to find out what the state organs require for their employees with post-graduate degrees.

7. (a) Sample: 1917.
(b) Sub-divisions:

I
Problem

A. Question of education of highly specialized manpower in Turkey.
   i. Policy
   ii. Practice
   iii. Education
B. Post-graduate education: a stage of university education.
   i. University education and post-graduate education.
   ii. Post -graduate education - a comparative approach.
C. Methodology.

II
Findings and Interpretations

A. Factual findings.
   1. Those yet without a doctoral degree
      i. Age and sex
      ii. Fields of specialisation
      iii. Father's profession and schooling
      iv. Factors preventing post-graduate education
      v. Universities preferred

2. Those with a doctoral degree
   i. Age and sex
   ii. Distribution among universities and faculties
   iii. Fields of specialisation
   iv. Level of education
   v. Number of post-graduate students
   vi. Number of researches carried out by the staff in the past ten years.

3. Factual findings on governmental research units that employ researchers

B. Problems of and attitudes toward post-graduate education
   1. Objectives, functions and organisation of post-graduate education.
   2. Content of post-graduate education.
   3. Instructional procedures in post-graduate education
   4. Student selection and examination in post-graduate education
   5. Other problems.

III
Discussion and Conclusions

Bibliography
Appendix
Index
The study includes 115 tables and 6 graphics.

8. In methodology the following steps are followed.
   (a) Literature is analyzed to establish the problem.
   (b) Contacts (with unstructured interview schedule) are made with the concerned in each discipline and in each university.
   (c) Population and other quantitative data are gathered.
   (d) A stratified random sampling method is applied.
   (e) Three different inventories are developed for
      (i) post-graduate students and senior students at the undergraduate level
      (ii) staff members with doctoral degrees.
      (iii) employers of research workers outside the university.
   (f) Field operation is carried out in ten Turkish universities to apply the published inventories with the interview technique.
   (g) Data are processed in electronic data computers and analyzed. Tables are developed.

9. (a) That the academic and professional aspects of the post-graduate program need to be clarified. That in applied sciences these two dimensions should never be separated.
   (b) Doctoral programs should aim at the education of men of science.
   (c) Candidates for masters' and doctoral degrees should be able to utilize courses offered in different universities and their credits must be accepted.

(d) That in general there is no content difference - in the same area- in different universities.
(e) That the increase of knowledge has necessitated the additon of a post-graduate level to university programs.
(f) That the content of post-graduate education needs to be renewed and made contemporary.
(g) That there should be a good balance between the post-graduate courses and individual studies at the post-graduate level.
(h) There should be more laboratory work and internship.
(i) Field experiences and theoretical studies should be interdependent.
(j) That doctoral subjects for research are mostly advised by the professor.
(k) That the period between licence and doctorate should be 4-5 years organized as below:
  (i) 1 year masters' , 3 years doctoral
  (ii) 2 years masters' , 3 years doctoral
  (iii) In four years' time to be arranged by the professor and the student.
(l) That for efficient post-graduate programs, undergraduate programs should be organized with the first two years concentrating on basic disciplines and the last two years on specialisation in a specific branch.
(m) Final doctoral examinations should take place before the colloqium on dissertation.
(n) That post-graduate education should be organized as a specific level of education.
(o) Instructional procedures need to be improved.
(p) Research topics need to be selected so as to meet the needs of Turkey.

10. (a) One project director.
(b) 25 interviewers and field workers - specifically selected and trained, mostly from among the assistants of the Faculty of Education and post-graduate students.

11. (a) March 1970.
(b) June 1971.

12. Scientific and Technical Research Council of Turkey.

PROJECT NO. 31

1. Application of the Vineland Social Maturity Scale (V. S. M. S.) to 7-11 year-old pupils in the city of Ankara.

2. Chair of Psychology and Pedagogy, Faculty of Languages, History and Geography of Ankara University, Ankara, Turkey.

3. Doc. Dr. Fatma Başaran.

4. The research is partially completed.

5. Findings will be published by the Faculty of Languages, History and Geography of Ankara University in 1974.

6. (a) To get a standardized version of the V. S. M. S. for use in primary schools with middle class children in cities such as Ankara.
(b) To research the role of cultural factors in social development.
It was hypothesized that different socialization of girls and boys in the Turkish culture affects their scores on different sub-parts of the V. S. M. S. differentially.

7. A total sample of 150 (15 girls and 15 boys from each of five grade levels of primary schools) was used. All subjects came from middle class backgrounds and their mothers were graduated from either middle or lycee level schools.

8. Interview.

9. As hypothesized, boys and girls had differential scores on different sub-parts of the V. S. M. S. Also, norms for middle class children are in process of construction.

10. (a) One.
(b) Five seniors (preparing licence theses) took part in the study as interviewers.

11. (a) November 1971.
(b) June 1973.

12. Faculty of Languages, History and Geography of Ankara University.

PROJECT NO. 32

1. A study of the Faculty of Political Sciences.

2. Faculty of Political Sciences of Ankara University, Ankara, Turkey.

3. Prof. Dr. Cemal Mıhcıoğlu.

4. It has been completed.

5. MIHÇIOĞLU, Cemal: Daha iyi bir kamu hizmeti için - Siyasal Bilgiler Fakültesi üzerinde bir araştırma. Ankara, Ankara Üniversitesi Basımevi, 1972, 403 p.

6. Originally, the research stemmed from a desire to find out "where the graduates of the Faculty of Political Sciences stand in the competitive labor market, namely their performance in the civil service examinations during the last few years." The researcher broadened the scope of the study to permit an overall evaluation of the Faculty's educational system. This Faculty is the direct continuation of the Imperial Civil Service School set up in 1859 under the Ottoman Empire. In 1950 it was transformed into a Faculty of Ankara University. It has been a major institution supplying the civil service with qualified public servants. Its graduates occupy important administrative posts as well as staff functions in traditional government agencies and State economic enterprises. The titles of the main chapters of the research report may give an idea about the purpose as well as the content of the study:
Preface - Performance in civil service examinations (a comparative evaluation) - An evaluation of the graduates of the Faculty of Political Sciences (based on responses obtained from the members of the examining committees who are mainly recruited from among higher officials of various government agencies as well as university professors, and from the graduates themselves) - An evaluation of the Faculty's educational system and practices (based on replies obtained from its graduates) - The impact of the extra-curricular activities on educational performance (political activities of both the faculty members and the students) - An evaluation of politico-ideological tendencies of both the student body and the faculty members - An evaluation of civil service entrance examinations (covering 1965-1972 period) - Socio-economic backgrounds of the graduates who were successful in civil service examinations - An evaluation of data relating to secondary and higher education of the graduates) - Conclusion.
The topical interest of the study lies; (a) in that it covers a period of acute student unrest in the Turkish universities, and (b) in that it is related to a strategic institution known as one of the most progressive in the country and one that clashed with the existing political body.

7. The main data were collected through the following three investigations:
(a) Detailed information on 322 civil service examinations.
(b) A questionnaire (containing 29 questions) answered by 208 members of examining committees.
(c) A questionnaire (containing 64 questions) answered by 304 graduates who succeeded in civil service examinations.

The surveys covered the entire population. Respondents were invited to express their views and observations on topics relating to a large number of questions in both questionnaires.

8. Questionnaires and collecting data directly from official files.

9. Findings are summarized at the end of each chapter of the book. This study
(a) can be used in curriculum revision and for other developmental purposes by the Faculty.
(b) can be useful for various government agencies in the evaluation of their recruitment policies and practices.
(c) provides an objective analysis of the problems of higher education since 1965.
(d) contains a number of educational analyses that go beyond a particular educational institution and cover the whole educational and social system of the country.
(e) has a public relations value for the Faculty of Political Sciences (in the best sense of the term).

10. (a) The main researcher was responsible for planning, organizing and conducting the research as well as for the preparation of the research report.
(b) 24 assistants of the Faculty assisted in the collecting of data on civil service examinations in cooperation with agencies concerned. Data were processed through computers.

11. (a) February 1970.
(b) April 1972.

12. University budget.

PROJECT NO. 33

1. Adaptation and trial of the Berkeley physics course in order to improve physics teaching at the university level.

2. Faculty of Science of Ankara University, Ankara Turkey.

3. Prof. Dr. Rauf Nasuhoğlu.

4. The research is in progress.

5. The adapted materials will be published by the Faculty of Science of Ankara University. The final report of the research will be published by the Scientific and Technical Research Council of Turkey.

6. The aim of the research is to meet the needs of physics teaching and to strenghten weaknesses in current physics teaching at the university level. Five books and related materials have been adapted.

7. The adapted books and materials have been used in the freshman, sophomore and junior years in the Department of Physics of the Faculty of Science.

8. Instruction has followed the course indicated in the Berkeley physics course.

9. In progress.

10. (a) Four professors and four docents.
    (b) Seven assistants.

11. (a) October 1969.
    (b) June 1974.

12. (a) National budget.
        (i) Faculty of Science of Ankara University.
        (ii) Scientific and Technical Research Council of Turkey.
    (b) Ford Foundation.

PROJECT NO. 34

1. Factors affecting entrance and academic success in the Middle East Technical University.

2. Middle East Technical University, Ankara, Turkey.

3. Doc. Dr. Cemal Yıldırım.

4. The research has been completed.

5. The report will be published by the Scientific and Technical Research Council of Turkey in 1974.

6. (a) To determine differences between the group of entrance examination winners and failures in terms of socio-economic, academic, and personal factors.
(b) To determine the factors affecting academic success at the university.

7. The number of individuals who applied for admission to the Middle East Technical University in 1969 and 1970: N=10,140 (1969) and N=12,891 (1970).

Subdivisions:
(a) Winners of the entrance examinations.
(b) Failures of the entrance examinations.
(c) The students who registred at the university.

8. (a) Investigating the students' and applicants' files at the university.
(b) Analyzing the data in the form of cross tabulations.

9. Main findings:
(a) Success in entrance examinations and in the university depends to a certain extent upon background characteristics of the students - personal, early academic success, and socio-economic factors.
(b) Academic success in the university depends upon various external and internal conditioning factors.
(c) Students with scholarships who have less favorable soci-economic conditions are doing better than students who have no scholarships.

10. (a) One.
(b) Three assistants, one computer programmer and one secretary.

11. (a) April 1971.
(b) August 1972.

12. National budget. Sponsoring agency is the Scientific and Technical Research Council of Turkey.

QUESTIONNAIRE

Country .....
Date .....

1. Title of the research (1):

2. Name and address of the organisation/institute in the framework of which the research has been (is being) carried out:

3. Name(s) of the principal researcher(s) (to whom any enquiries may be addressed):

4. Please indicate whether the research is at present completed, partially completed or in progress.

---

(1) Research to be included in the survey:

(1) The surveys should be limited to research (whether carried out at universities or by organisations outside the universities) that is considered likely to be of actual or potential significance for the development of educational organisation and practice (in a broad sense, including research on curriculum, examinations, guidance, educational methods, administration of the educational system, etc. at the pre-school, primary, secondary and post-secondary levels) and is, at the same time, of more than local interest.

(2) As a rule only that research should be reported which is carried out by qualified researchers and which has an appropriate scale as to population sample, time schedule, financial support, etc.

(3) If an item is concerned exclusively with technical development (e.g. of teaching aids) but does not involve research (e.g. planned system of evaluation), it should not be included in the surveys.

(4) Doctoral theses should normally not be reported unless they are covered by (1) and (2) above.

5. Bibliographic references, if any:

FAMILY NAME OF AUTHOR, First name of author: Title of publication. Place of publication, publisher, date of publication, number of pages.

e.g. SMITH, John: Short- and long-term effects of structural programmes in pre-school education. London, New University Press, 1972, 333 p.

FAMILY NAME OF AUTHOR, First name of author: Title of article. Title of journal, details concerning the journal (volume and issue, date of publication): First and last pages of the article

e.g. SMITH, John: Intelligence and socio-economic status. Educational Research Tribune, Vol. 2, No. 2, 1972: pp. 3-17.

In the case of research in progress, please indicate, if possible, where it is envisaged that the findings will be published.

---

6. Background and aim(s) of the research (hypotheses, if applicable):

7. Size and composition of sample and sub-divisions of the research, if applicable:

8. Methods: (e.g. interviews, questionnaires, literature analysis, etc.)

9. What are the main findings of the research (so far completed) and what implications may they have:

---

10. Number of workers engaged in the research, including those named in item 3:

(a) researchers:

(b) others (where applicable state whether these persons belong to a special group, e.g. teachers, social workers, etc.):

11. Time schedule (to be specified as to the sub-divisions, if necessary):

(a) starting date of the research: month year

(b) (probable) date of completion: month year

12. Source of finance for the research (e.g. university budget, private foundation, etc.)

INDEX OF RESEARCHERS
(Project Numbers)

AKALIN, K.	1	KÜÇÜKAHMET, L.	25
ALİBAL, M.	22	MIHÇIOĞLU, C.	32
ARSEVEN, A.D.	2	NASUHOĞLU, R.	33
AYDIN, M.	3	OĞUZKAN, T.	17
BAŞARAN, F.	31	ÖZGENTAŞ, İ.	11,12
BİRSEN, M.	13,14	ÖZOĞLU, S.Ç.	17,26
BOARD OF EDUCATION	16	ÖZSOY, Y.	27
BURSALIOĞLU, Z.	18,19	TAYMAZ, H.	13
BÜLBÜL, S.	4	TURGUT, M.F.	17
CİLÂ, H.	5	UYSAL, Ş.	28,29
ÇAĞLAR, D.	20	VARIŞ, F.	30
DİNÇER, M.	6	YILDIRIM, C.	34
DOĞAN, H.	13,21		
ENÇ, M.	22		
FİDAN, N.	7		
GIRLS' TECHNICAL EDUCATION GENERAL DIRECTORATE	15		
GÜÇLÜOL, K.	8		
GÜZEL, A.G.	23		
HARIT, O.	9		
KARAGÖZOĞLU, G.	10		
KISAKÜREK, M.A.	24		

INDEX OF SUBJECTS
(Project Numbers)

ACCESS TO HIGHER EDUCATION
Entrance and academic success in the Middle East Technical University 34

ACHIEVEMENT
Children highly gifted in music and painting 23
Entrance and academic success in the Middle East Technical University 34
Percentages of failures in elementary and secondary schools 11
Socio-economic background and academic achievement at sixth grade 2

ADMINISTRATION
Appointment and inspection of middle school directors 6
Behavior of normal school directors 3
Behavioral factors of educational administrators 18
Perceptions of educational administrators 19
Provincial directorates of national education 8
Transfer and appointment of middle school and academic lycee administrators 12

ART
Children highly gifted in music and painting 23

ATTITUDES
Staff attitudes in teacher training institutions 25

BEHAVIOUR
Behavior of normal school directors 3
Behavioral factors of educational administrators 18

COMMUNICATION SKILLS
Effect of visual impairment upon verbal skills 27
Vocabulary research among first grade pupils of primary schools 9

CURRICULUM DEVELOPMENT
Improving physics teaching at the university level 33
Modern science and mathematics curricula in secondary school system 16
Staff attitudes in teacher training institutions from the viewpoint of curriculum development 25
Turkish university reforms 24

EDUCATIONAL MEASUREMENT
Application of the Vineland Social Maturity Scale in primary schools 31

INDEX OF SUBJECTS
(Projects Numbers)

ELEMENTARY EDUCATION
Application of the Vineland Social Maturity Scale 31
Equality of educational opportunity 7
Percentages of failures in elementary and secondary schools 11
Role conflict of elementary school inspectors 5
Vocabulary research among first grade pupils of primary schools 9

EQUALITY OF OPPORTUNITY
Equality of educational opportunity 7

EVALUATION
Application of the Vineland Social Maturity Scale in primary schools 31
Entrance and academic success in the Middle East Technical University 34
Percentages of failures in elementary and secondary schools 11
Socio-economic background and academic achievement at sixth grade 2

FAILURE RATES
Percentages of failures in elementary and secondary schools 11

GIFTED CHILDREN
Children highly gifted in music and painting 23

HIGHER EDUCATION
Entrance and academic success in the Middle East Technical University 34
Faculty of Political Sciences of Ankara University 32
Post-graduate education 30
Social science education (undergraduate level) 29
Staff attitudes in teacher training institutions 25
Turkish university reforms 24.

HISTORY OF EDUCATION
Historical development of vocational and technical education 21
Palace school of the Ottoman Empire 22

MANPOWER
High level manpower trained outside of Turkey 28

MATHEMATICS
Modern science and mathematics curricula in secondary school system 16

MUSIC
Children highly gifted in music and painting 23

INDEX OF SUBJECTS
(Project Numbers)

ORGANISATIONAL STRUCTURE
Provincial directorates of national education 8

POST-GRADUATE EDUCATION
In basic and applied areas of positive sciences 30

PRIMARY EDUCATION
Application of the Vineland Social Maturity Scale 31
Equality of educational opportunity 7
Percentages of failures in elementary and secondary schools 11
Role conflict of elementary school inspectors 5
Vocabulary research among first grade pupils of primary schools 9

REFORM
Turkish university reforms as related to curriculum and teaching 24

ROLE
Role conflict of elementary school inspectors 5
Role of Ministry supervisors 10

SCIENCE
Modern science and mathematics curricula in secondary school system 16

SECONDARY EDUCATION
Appointment and inspection of middle school directors 6
Behavior of normal school directors 3
Behavioral factors of educational administrators 18
Course passing and credit system in lycees 17
Equality of educational opportunity 7
Girls' institutes 15
Historical development of vocational and technical education 21
Percentages of failures in elementary and secondary schools 11
Perceptions of educational administrators 19
Role of Ministry supervisors 10
Science and mathematics curricula 16
Social science education 26
Socio-economic background and academic achievement 2
Staff attitudes in teacher training institutions 25
Student flow in middle schools 4
Teacher supply in secondary education 1
Transfer and appoinment of middle school and academic lycee administrators 12

SIMULATION
Simulation study of a course passing and credit system in lycees 17
Systems approach to teacher supply 1

INDEX OF SUBJECTS
(Project Numbers)

SOCIAL BACKGROUND
Socio-economic background and academic achievement at sixth grade 2

SOCIAL DEVELOPMENT
Application of the Vineland Social Maturity Scale in primary schools 31

SOCIAL SCIENCE
Social science education (Lycee level) 26
Social science education (Undergraduate level) 29

SPECIAL EDUCATION
Children highly gifted in music and painting 23
Effect of visual impairment upon verbal communication skills 27
Personnel turnover in special education services 20

STUDENTS
Application of the Vineland Social Maturity Scale in primary schools 31
Children highly gifted in music and painting 23
Entrance and academic success in the Middle East Technical University 34
Equality of educational opportunity 7
Percentages of failures in elementary and secondary schools 11
Socio-economic background and academic achievement at sixth grade 2
Student flow in middle schools 4
Vocabulary research among first grade pupils of primary schools 9

STUDY ABROAD
High level manpower trained outside of Turkey 28

SYSTEMS APPROACH
Systems approach to analysis of teacher supply in secondary education 1

TEACHER TRAINING
Staff attitudes in teacher training institutions 25
Systems approach to analysis of teacher supply in secondary education 1

INDEX OF SUBJECTS
(Project Numbers)

TECHNICAL EDUCATION
Entrance and academic success in the Middle East Technical University 34
Girls' institutes 15
Historical development 21
Training needs and employment of woodworking technicians 13
Training needs of textile technicians 14

UNIVERSITY
Entrance and academic success in the Middle East Technical University 34
Faculty of Political Sciences of Ankara University 32
Post-graduate education 30
Social science education (Undergraduate level) 29
Turkish university reforms 24

VOCABULARY
Among first grade pupils of primary schools 9

VOCATIONAL EDUCATION
Girls' institutes 15
Historical development 21
Training needs and employment of woodworking technicians 13
Training needs of textile technicians 14